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ABSTRACT

The General and Vocational Work Experience Education Programs management system is designed to assist the local school teacher/coordinator in the organization and management of the programs. The system defines and describes the accountability line from the Work Experience Education teacher/coordinator, through the Career Planning and Placement Center teacher/coordinator and the local school principal to the director of the Career Development Programs. Included in this manual are: (1) a statement of the school district's educational philosophy, (2) a description of the Vocational Work Experience Program and the General Work Experience Program, and (3) a listing of program goals and expectancies, student terminal performance objectives, and teacher/coordinator facilitating objectives. The teacher/coordinator objectives are designed to provide a performance framework which defines the teacher/coordinator's tasks in managing the programs and in assisting students to reach the terminal objectives. Objectives have been included to cover administrative, legal, career station, counseling, and related learning activities. The teacher/coordinator and student objectives are arranged into four 9-week time frames to facilitate the collection of evaluation data at the same time as the quarterly student grades are issued. (SB)

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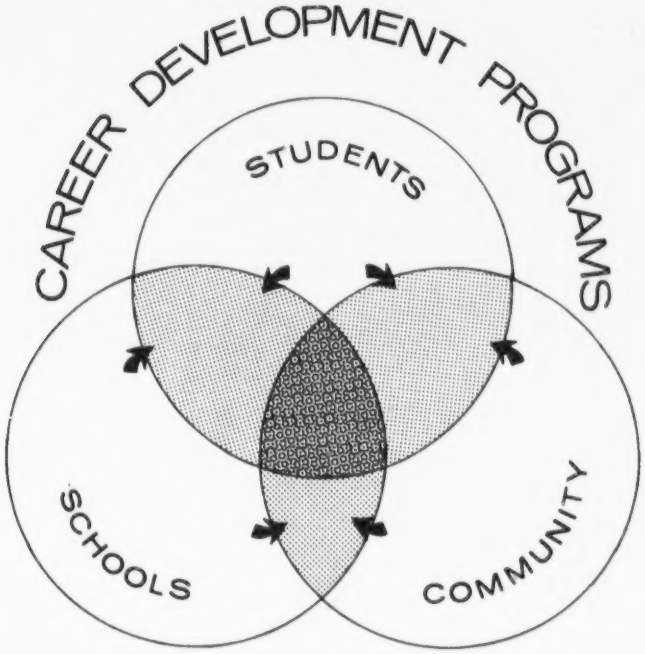
General and Vocational Work Experience Program



SAN MATEO UNION HIGH SCHOOL DISTRICT
SAN MATEO, CALIFORNIA

VT020180

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IDENTIFICATION PAGE

TITLE:	General and Vocational Work Experience Program
SUBJECT:	Program Design and Management System
PERFORMANCE LEVEL:	Students — Those in off-campus programs Adults — Coordinators of program School Administrators
PURPOSE:	The program design provides a management system for the development, improvement, planning and evaluation of a program for Work Experience Education
PRODUCERS:	Mr. William Sovel Dr. Curtis Larson
ADDRESS:	San Mateo Union High School District Career Development Programs Office 400 Murchison Drive Millbrae, CA 94030
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DATE OF LOCAL FIELD TESTING:	Start: September, 1972 To be completed: June, 1973
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C A R E E R D E V E L O P M E N T

P R O G R A M S

GENERAL AND VOCATIONAL

WORK EXPERIENCE EDUCATION PROGRAMS

MANAGEMENT SYSTEM

San Mateo Union High School District

San Mateo, California

1972

SAN MATEO UNION HIGH SCHOOL DISTRICT

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GENERAL AND VOCATIONAL
WORK EXPERIENCE EDUCATION PROGRAMS

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GENERAL AND VOCATIONAL

WORK EXPERIENCE EDUCATION PROGRAMS

INTRODUCTION

The Work Experience Education Program is a part of an overall San Mateo Union High School District program in career planning and development.

This General and Vocational Work Experience Education Program management system is designed to assist the local school teacher/coordinator in the organization and management of the programs. It defines and describes the accountability line from the Work Experience Education teacher/coordinator, through the Career Planning and Placement Center teacher/coordinator, and the local school principal to the director of the Career Development Programs.

The performance accounting format provides measurable objectives which detail the responsibilities of the teacher/coordinator and his students. The program design provides a management system which will generate data for the improvement of the programs for planning and for evaluation.

The objectives included in this document are predicated on the existence of a Career Planning and Placement Center at the local school. The teacher/coordinator at a school without a Career Planning and Placement Center may need to modify certain objectives to compensate for reduced staff support. The teacher/coordinator may also have to arrange for students to use the career information materials at the counseling offices and/or the school library when they are completing related learning activities.

The teacher/coordinator's facilitating objectives and the student's performance objectives are arranged into four nine-week time frames to facilitate the collection of evaluation data at the same time as the quarterly student grades are issued. Objectives which apply to specific dates or processes appear in a single time frame.

The teacher/coordinator's objective package is further designed to eventually meet the evaluation requirements of the Stull Bill.

William Sovel, Coordinator
Career Planning and Placement Programs

Curtis Larson, Monitor/Evaluator
Career Development Programs

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STATEMENT OF ASSURANCES

1. Each type of work experience education program offered by the district shall operate in accordance with the rules and regulations in Chapter 6, Article ~~5.5~~ of the California State Education Code.

2. Each type of work experience education program offered by the district shall operate in accordance with the rules and regulations in Division 2, Article 5 of the California State Administrative Code, Title V.

3. The district shall notify the State Department of Education, Vocational Education Section, of the termination of any type of work experience education program prior to the five-year duration of this plan.

4. For each type of work experience education the district shall abide by the rules and regulations governing the employment of minors.

5. The district shall seek the advice and counsel of the community in the development and operation of the program.

6. The number of semester hours credit granted during a school year shall not exceed the number of average hours of student participation at a work station per week.

Dr. A. Hugh Livingston, Superintendent

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PHILOSOPHY

The growth of technology and the ever-increasing complexity of our society have progressively removed young people from contact with the world of work, until most of them know little of occupational characteristics and requirements. This has signaled the need for some form of occupational orientation and exploration in the educational system.

The San Mateo Union High School District provides each individual participating in the district education programs maximum opportunities to become a purposeful and active member of our modern democratic society.

With this as the prime purpose of the district, learning experiences are directed toward helping the individual to develop a positive self-image and personal value system, to use the processes of decision making, to understand change and how it may be influenced, to recognize the interdependence of peoples, to value his cultural heritage, and to develop a commitment to a democratic society.

PROGRAM DESCRIPTION

Work Experience Education is a method of instruction consisting of programs whose aim is to provide opportunities, through cooperative effort of the school and the community, for students to discover and develop their vocational interests and aptitudes as part of their school program. Work Experience Education can answer the desire of high school students to obtain practical job experiences and to make a successful transition between school and work. In addition, it is realized that employment offers valuable experience for youth that will assist them in making better career decisions.

Programs of Work Experience Education should identify with the objectives each type is trying to accomplish. For example, if we say that a vocational education student is one that has made a career choice and is pursuing it through vocational education instruction, the Work Experience Education program must correspond to the needs of the individual vocational education program. If the student has a very limited idea about his future career, the program must assist the student's recognition of some long-range career choices.

Vocational Work Experience Education serves the vocational education instruction program. The purpose of Vocational Work Experience Education is to assist students in developing and refining those occupational competencies necessary to acquire employment, to adjust to the employment environment, and to advance in the occupation of their choice through the combination of related instruction and employment experiences. Employment thus serves the function of a practical laboratory experience

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for reinforcing the in-school occupational education. Students in Vocational Work Experience Education receive both pay and school credit for their work.

General Work Experience Education, although operating closely to Vocational Work Experience Education, can serve the pre-vocational area by joining with either a career orientation program or a pre-vocational program in any one of the instructional areas. Occupational exploration and development of a readiness to work are achieved through General Work Experience Education. This program offers the student a maturing experience through supervised paid part-time employment and related learning activities. The general work experience will assist the student to become a productive and responsible individual.

Students may be employed in a wide variety of work stations. An important purpose of the General Work Experience Program is to enable each student to learn desirable work habits and attitudes. Although this employment need not be related to a specific occupational goal of the student, the program is designed to assist the student in selecting one.

PROGRAM GOALS AND EXPECTANCIES

Work Experience Education Goals. The following goals have been formulated for the General and Vocational Work Experience Education Programs. The student enrolled in Work Experience Education Programs will:

1. Examine the school curriculum and will be able to determine which courses or programs will aid him in gaining the knowledge and the occupational skills necessary to enter into the career of his choice.

2. Appreciate the importance of work in order to fulfill his basic needs and his quest for self-esteem.

3. Obtain knowledge about the nature and characteristics of those career opportunities which are related to his present and anticipated future goals, values, abilities and interest.

4. Develop an understanding of the individual's role in establishing positive and harmonious relationships between worker and work environment.

5. Identify and demonstrate job entry-level proficiency in an occupational area.

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District Goals and Expectancies. The General and Vocational Work Experience Education Programs assist students to achieve the following district educational goals and expectancies:

1.0 *Know the many forms in which communication occurs, and communicate effectively.* The student should:

- Understand how attitudes, values, and emotions are communicated in both verbal and nonverbal ways
- Read, write, listen, and speak at a functional level

3.0 *Understand and accept themselves and others.*

- Examine his personal long-range goals in relation to his evolving self-concept
- Evaluate and adjust his vocational and educational objectives in terms of knowledge about himself and the world of work
- Assess and appraise his aptitudes, interest and achievements in relation to vocational and individual objectives

6.0 *Apply the processes of problem solving.*

- Recognize and define the problem
- Identify, gather, and use all available sources of information.
- Analyze the data
- Select a method for solution and accept responsibility for the results of the decision

7.0 *Have a comprehensive and accurate knowledge of the world of work.*

- Know about a wide variety of occupational fields and the required education and training necessary for entry-level employment and advancement in these fields
- Possess knowledge and skills necessary for entry-level employment in at least one occupational area
- Demonstrate the potential for adaptability to changing occupational demands
- Make occupational choices in line with his interests and abilities, and in terms of the opportunities open to him
- Relate effectively with individuals and groups with whom he comes into contact in the occupational field of his choice
- Understand the need to maintain himself as a self-supporting and contributing member of society
- Use occupational information that is available to him

8.0 *Realize the role of education in human progress.*

- Continue his education beyond compulsory limits and recognize that learning is a lifelong endeavor
- Recognize the valuable role of education in effecting change

GENERAL AND VOCATIONAL

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STUDENT TERMINAL PERFORMANCE OBJECTIVES

The terminal behaviors associated with the Work Experience Education Programs are those skills or behaviors that students will exhibit or possess as a result of completing the program. Objectives 1-6 are to be completed prior to the end of the first semester. Objectives 7-9 apply to the second and following semesters in the Work Experience Education Programs.

1. After completing a series of on-the-job learning activities the student will be able to identify and list the courses which will aid him in the development of job-related skills and behaviors.

2. The student will be able to list, in a report or on a test, the major elements of:

   - Labor laws for minors
   - Payroll deductions
   - Fringe benefits
   - Employee organizations

3. The student will demonstrate, upon request, the knowledge and skills needed to use the information sources available in the Career Planning and Placement Center to find the following for an occupation of his choice:

   - The job description
   - The duties of the job
   - Hours worked
   - Wages
   - Occupational outlook for the future
   - Training required for the job
   - How to enter into the labor market
   - Where to obtain further information

4. Each student will have had learning activities which enabled him to experience the satisfaction of success on his job, of working with others and, if possible, of working with the public. The degree of job satisfaction experienced by the student will be measured by a job satisfaction scale.

5. The student will demonstrate entry-level employment proficiency in his present assignment. A score of _____ on the Career Sponsor's rating sheet will indicate entry level proficiency.

6. The student will be able to demonstrate adequate knowledge to conduct a job search, properly complete an employment application form and meet employer requirements for a satisfactory employment interview.

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7. Students will have developed the employment attitudes and interpersonal skills required for continued employment. Attitudes and interpersonal skills may be indentified by observable behaviors such as:

   - Consistent compliance with dress and grooming requirements of the work environment
   - Ability to receive and carry out instructions
   - Working in harmony with supervisors, fellow-employees and the public served

8. Each student will have completed an educational plan which identified the educational and training requirements of his Work Experience assignment or of another occupation which appeared to offer greater personal career potential.

9. Each student will have had on-the-job experiences which have provided opportunities for him to demonstrate personal growth, maturity and responsibility. Increased growth, maturity, and independence may be demonstrated by, but not limited to: regular attendance on the job, assumption of increased responsibilities on-the-job, promotion, being asked to supervise fellow employees, working well under pressure, accomplishing increasingly difficult tasks, and so forth.

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WORK EXPERIENCE EDUCATION PROGRAMS
TEACHER/COORDINATOR OBJECTIVES

The teacher/coordinator's facilitating objectives are designed to provide a performance framework which defines the teacher/coordinator's tasks in the management of Work Experience Education programs and in assisting students to reach the terminal objectives of the programs. Objectives have been included to cover the administrative, legal, career station, counseling, and related learning activities of the programs. Objectives which apply only to a particular point in time appear in only one time frame. Other objectives which are ongoing and apply to all time frames are repeated in every time frame, i.e., each time frame is a complete objective package which covers a particular nine-week period.

Operational Objectives

1. Conduct Work Experience Education programs in accordance with the goals and objectives as stated in the District Plan for Administration and Operation of A Work Experience Education Program.

   Evaluation--Continuing

2. Assist students to prepare and complete forms necessary for enrolling in the program.

   Evaluation--Completed by the end of the 3rd week of each semester.

3. Enroll 20-25 students per teacher/coordinator hour as indicated in the District Plan for Administration and Operation of A Work Experience Education Program.

   Evaluation--Complete by the end of the 3rd week of each semester.

4. Assist in establishing and maintaining sufficient career stations so that 100% of the students who are accepted in Work Experience Education programs will be placed or scheduled to be placed.

   Evaluation--Complete by the end of the 3rd week of each semester.

TIME FRAME			
1	2	3	4
___%		___%	
___%		___%	
___%		___%	

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WORK EXPERIENCE EDUCATION PROGRAMS
TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
5. Enroll additional qualified students into the program after the third week as additional career stations are established and if the enrollment is below the maximum allotted. *Evaluation--Continuing.*				
6. Insure that training agreements are properly explained and signed by appropriate individuals for each student. This should be continuous and prior to placing students into Work Experience Education programs. *Evaluation--Continuing.*				
7. Identify and interview students in occupational programs who are ready to participate in the Vocational Work Experience Program. *Evaluation--Enrollment procedure completed during the time frame prior to the semester the student will be accepted into the program.*				
8. Arrange for students, who do not have jobs, to have placement interviews at potential career stations. *Evaluation--Continuing.*				
9. Select or develop individual learning activities to assist students to meet their terminal objectives. *Evaluation--Continuing.*				
10. Notify the counseling department of the students who have been accepted into the programs. *Evaluation--Submit initial list of student enrollees by the end of the 3rd week of each semester and continuing thereafter.*				
11. Post and maintain regular office hours which will provide time for consultation and discussion of individual student contracts. *Evaluation--Continuing.*				

GENERAL AND VOCATIONAL
WORK EXPERIENCE EDUCATION PROGRAMS
TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
12. Meet and confer with 100% of the students to evaluate their performances, degree of job satisfaction at career stations, and their related learning activity assignments. *Evaluation--Complete prior to the end of each time frame.*	___%	___%	___%	___%
13. Consult with administrators, teachers, and guidance personnel relative to the student and his career goals as needed. *Evaluation--Continuing.*	___	___	___	___
14. Submit grading forms to designated individual in local school. *Evaluation--Complete by the end of each time frame.*	___	___	___	___
15. Establish and maintain a system of records consistent with the laws and appropriate to the students' activities. *Evaluation--Continuing.*	___	___	___	___
16. Develop and maintain a file of state and federal regulations that apply to Work Experience Education programs. *Evaluation--Continuing.*	___	___	___	___
17. Inform and recruit sophomores and juniors for the next semester programs during December and March of each year. *Evaluation--Complete prior to the end of the 2nd and 4th time frames.*		___		___
18. Refer selected Work Experience Education graduates to the Department of Human Resource Development and other agencies concerning post-high school employment opportunities. *Evaluation--Process started by the 14th week of each semester.*		___		___

GENERAL AND VOCATIONAL
WORK EXPERIENCE EDUCATION PROGRAMS
TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
19. Meet with other district Work Experience Education teacher/coordinators at least four times each semester. *Evaluation--Continuing.*				
20. Participate in inservice training for Work Experience Education programs. *Evaluation--Attend minimum of 2 hours of inservice training meetings or workshops per semester.*				
21. Provide consultive services to school administration staff involved in setting up programs for students with special needs that would include some Work Experience Education activities. *Evaluation--Continuing.*				
22. Assist in developing and maintaining contacts with business, professional, and industrial community, as well as with labor organizations and other agencies which may contribute to Work Experience Education programs. *Evaluation--Continuing.*				
23. Provide program promotion both within and out of the local school. *Evaluation--Continuing.*				
24. Participate as a member of the Work Experience Education Advisory Committee. *Evaluation--Attend all meetings held during the school year.*	%	%	%	%
25. Prepare an annual budget for Work Experience Education programs in the local school. *Evaluation--Submit proposed budget to designated person on date requested.*				

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TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
26. Assist in arranging career station visitations by parents, teachers, counselors, and administrators as requested. *Evaluation--Continuing.*	—	—	—	—
27. Assist in conducting an annual follow-up study of all work experience enrollees. *Evaluation--Submit report of study as requested by designated person.*		—		—
28. Assist in preparing statistical reports such as data on enrollment, handicapped and disadvantaged students, minority enrollment, etc. *Evaluation--Submit reports as requested to designated person.*	—	—	—	—
29. Review each teacher/coordinator's objectives and each student's objectives and report: - Level of achievement - Suitability of objectives for assisting students to reach the program's student terminal objectives *Evaluation--Complete and submit, by the end of each time frame, Forms 1, 2, and 3, and follow procedure as described in evaluation section of the management system.*	—	—	—	—
30. Write a letter to each career supervisor and career sponsor thanking him for his present and continuous participation. *Evaluation--Complete before the end of the school year.*				—
Career Station Objectives				
1. Meet and confer with 100% of the students' career sponsors. *Evaluation--Complete before the end of the 3rd week of students' employment.*	___%	___%	___%	___%

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WORK EXPERIENCE EDUCATION PROGRAMS
TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
2. Arrange with career station supervisor to provide learning experiences which will assist the student to understand and comply with his career sponsor's standards for dress, grooming, and performance of job duties. *Evaluation--Continuing.*	___	___	___	___
3. Arrange for learning experiences which will enable students to identify and try out the interpersonal behaviors which are required for success on the job. Factors which could be included are: receiving and following instructions, accepting criticism, employee-to-employee relationships, and working with the public served by the employer. *Evaluation--Continuing.*	___	___	___	___
4. Observe 90% of the students at their career stations on a regular basis. *Evaluation--Minimum of once each time frame.*	___%	___%	___%	___%
5. Visit and confer with each career station supervisor on a regular basis. *Evaluation--Minimum of 2 times each time frame.*	___%	___%	___%	___%
6. Assist student to have an evaluation conference with his career station supervisor when necessary. *Evaluation--Continuing.*	___	___	___	___
7. Meet and confer with career station supervisor to evaluate student's performance. *Evaluation--Complete before the end of the last week of each time frame.*	___	___	___	___
8. Develop individualized training plans for students who wish to enroll in the Vocational Work Experience Education Program in occupational areas where vocational classes are not available. *Evaluation--Report the number of individualized plans developed and implemented each time frame.*	___	___	___	___

GENERAL AND VOCATIONAL
WORK EXPERIENCE EDUCATION PROGRAMS
TEACHER/COORDINATOR OBJECTIVES

Related Learning Activity Objectives	TIME FRAME 1	2	3	4
1. Provide orientation meeting for 100% of students involved in Work Experience Education Program. *Evaluation--Complete by the end of the 2nd week of each semester.*	___%		___%	
2. Develop individual contracts with 100% of the students to define the student's related learning activities. *Evaluation--Complete by the end of the 3rd week of each semester*	___%		___%	
3. Provide an orientation to the Career Planning and Placement Center for 100% of the students in the Work Experience Education programs. *Evaluation--General work Experience Education students, by the end of the 2nd week of each semester.*	___%		___%	
--Vocational Work Experience Education students continuing.	___%	___%	___%	___%
4. Provide 90% of the students at least one hour/week with assistance in career planning and/or completion of related learning activities. *Evaluation--Minimum of one hour per week.*	___%	___%	___%	___%
5. Assist students to turn in required forms and completed assignments. *Evaluation--Complete by the end of the 9th week of each time frame.*	___%	___%	___%	___%
6. Collect 90% of the related learning activity assignments as listed in the student contract. *Evaluation--Complete by the end of the 9th week of each time frame.*	___%	___%	___%	___%

GENERAL AND VOCATIONAL
WORK EXPERIENCE EDUCATION PROGRAMS
TEACHER/COORDINATOR OBJECTIVES

	TIME FRAME			
	1	2	3	4
7. Assist 90% of the students to examine the school curriculum offerings in order to determine the purposes of the courses and how these courses could relate to the students' duties and responsibilities on the job.				
Evaluation--Continuing.	___%	___%	___%	___%
8. Assist 90% of the students to improve their on-the-job performance by providing learning activities which relate their school courses to their job skills.				
Evaluation--Continuing.	___%	___%	___%	___%
9. Arrange for individual students to take occupational interest inventories and aptitude batteries as needed for career planning.				
Evaluation--Continuing.	___	___	___	___
10. Provide learning experiences which will enable each student to develop the knowledge and behavior to enable him to conduct a job search, correctly fill out an employment application, and present himself properly in an employment interview.				
Evaluation--Continuing.	___	___	___	___

GENERAL AND VOCATIONAL
WORK EXPERIENCE EDUCATION PROGRAMS
STUDENT OBJECTIVES

Each objective listed under Operational and Career Station is required to be completed by every student in the Work Experience Education programs.

TIME FRAME

1	2	3	4

Operational Objectives

1. The students will prepare and submit forms necessary for enrollment in the program by the end of the 3rd week of each semester.

   Evaluation--Complete and return all forms to designated person.

   ___% ___%

2. The students will attend and participate in orientation meetings during the first three weeks of each semester.

   Evaluation--Attendance will be confirmed by Work Experience Education staff.

   ___% ___%

3. The students will make an individual contract with the Work Experience Education teacher/coordinator to define the related learning activities to be accomplished during the semester.

   Evaluation--Complete contract by the end of the 3rd week of each semester.

   ___% ___%

4. The students will attend and participate in meetings that are scheduled by the teacher/coordinator for the purposes of career planning and related learning activities.

   Evaluation--Meet a minimum of one hour per week or as scheduled.

   ___% ___% ___% ___%

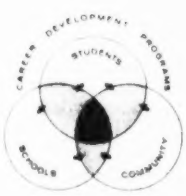
5. The students will complete and submit all assignments specified in their individual contracts before the end of the 9th week and the 17th week of each semester.

   Evaluation--Teacher/coordinator will check off completed assignments during an individual interview.

   ___% ___% ___% ___%

GENERAL AND VOCATIONAL
WORK EXPERIENCE EDUCATION PROGRAMS
STUDENT OBJECTIVES

	TIME FRAME			
	1	2	3	4
6. The students will maintain acceptable attendance records when meeting with the Work Experience Education teacher/coordinator.				
Evaluation--No more than two tardies to scheduled meetings or individual conferences per semester.		___%		___%
--No more than one unexcused absence to scheduled meetings or individual conferences per semester.		___%		___%
Career Station Objectives				
1. The students will ask the career station supervisor for an explanation of the job duties and the company regulations which make up their work assignments.				
Evaluation--Confirmation of career station orientation will be made by teacher/coordinator by end of the 3rd week of employment.	___	___	___	___
2. The students will complete and submit required forms and career station assignments by the end of the 9th week of each quarter.				
Evaluation--Teacher/coordinator will check off the following as submitted:				
-time cards *-job satisfaction scale* *-evaluation forms* *-career station assignments*	___%	___%	___%	___%
3. 75% of the students will have an evaluation conference with the career station supervisor before the end of the 9th week of each time frame.				
Evaluation--Individual interview with student will indicate content and satisfaction of conference with career station supervisor.	___%	___%	___%	___%



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STUDENT OBJECTIVES

TIME FRAME			
1	2	3	4

4. The students will comply with the training agreement requirements and productively perform their assigned tasks.

   Evaluation--Obtain minimum scores on the Career Sponsor s Evaluation Form:

   -performance on job _____
   -attitude on job _____
   -appearance on job _____

Related Learning Activity Objectives

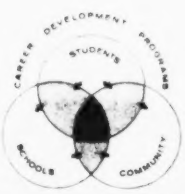
The student and the Work Experience Education teacher/coordinator should select a series of related learning activities which will best assist the student to reach the student terminal objectives of the program.

A student contract must be developed which includes a minimum of one related learning activity from each of the following categories per semester:

- -Career and Education Planning
- -Occupational Search and Application
- -Success on the Job
- -Personal Growth and Satisfaction

The following related learning activities, listed in the above categories, are examples and should be supplemented by related learning activities arranged by the student and the teacher/coordinator.

Students wishing to earn more than a minimum grade of "C" will need to contract with the Work Experience Education teacher/coordinator to complete additional related learning activities.



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STUDENT OBJECTIVES

	TIME FRAME			
	1	2	3	4

Career and Educational Planning

1. The student will examine his related occupational class instruction and describe how the course has contributed to the improvement of his on-the-job performance.

   Evaluation--List 5 skills and 3 responsibilities developed as a result of student's in-school instruction.

2. The student will use the various materials in the Career Planning and Placement Center. He will select two related occupations which interest him and determine which has the greatest opportunity for employment now and five to ten years from now.

   Evaluation--The student report will contain the information sources used and the forecasts for both occupations.

3. The student will survey the training and educational opportunities beyond high school by doing <u>one</u> of the following:

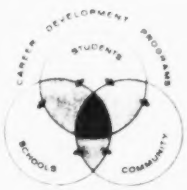
   - Meet with the Career Planning Assistant at the Career Planning and Placement Center and investigate the potential schools or programs that are available to him in the selected occupational area. List sources used and programs found to be adequate.

   - Visit an occupational related course at a local community college and evaluate the course by listing the ways it assists in preparing a person for entry-level employment.

   - Investigate the opportunities for education and training offered by one of the military services, and list the ways it prepares a person for civilian employment.

   - Investigate one of the on-the-job training programs offered by business or industry, and list reasons why on-the-job training is more advantageous than in-school training.

   Evaluation--The content of the student's report will follow the instruction in the option selected by the student, to the satisfaction of the teacher/coordinator.



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STUDENT OBJECTIVES

TIME FRAME			
1	2	3	4

4. The student will analyze career opportunities and their requirements and compare them to his personal potential and expectations by doing at least <u>two</u> of the following:

   - Fill out a self-inventory fact sheet and discuss it with the teacher/coordinator.
   - Take an occupational interest inventory and discuss the results with the teacher/coordinator.
   - Take a general or specific aptitude test and discuss the results with the teacher/coordinator.
   - Make a list of requirements for employment in a specific occupation. Each student will compare the occupational requirements with his personal skills and aptitudes.
   - Use the SRA Occupational Exploration Kit as a self-assessment tool and discuss the results with the teacher/coordinator.

   Evaluation--The analysis and discussion of the two options selected by the student will be judged acceptable or unacceptable by the teacher/coordinator.

5. The student will list the titles of elective and required courses that he has taken, is now taking, or might take in the future which would help him assume the duties and responsibilities of his present occupational choice.

   Evaluation--The student will submit an educational plan which will include his past course work and a plan for his future course work to prepare for an entry-level occupation or entrance into post-high school education training.

Occupational Search and Application

1. The students will research a specific occupation by doing one of the following:

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	1	2	3	4

- Investigate through the use of guidance briefs, pamphlet collections, and booklets located at the Career Planning and Placement Center and make a report as arranged with the teacher/coordinator.

- Investigate through the use of films, filmstrips, slide collections, or records and make a report as arranged with the teacher/coordinator.

- Read the "Help Wanted" section of a local newspaper (i.e., San Mateo Times or the Chronicle) for a week and report on the potential employment in the specific occupation chosen--the type of report to be arranged with the teacher/coordinator.

Evaluation--Student report will be rated as acceptable or unacceptable as determined by the teacher coordinator.

2. The student will interview an employer in a specific business or industry in which the student is interested. The student will make an interview tape or complete an interview form.

Evaluation--Submit a tape-recorded interview form to teacher/coordinator.

3. The student will visit the Department of Human Resource Development (Employment Office) and determine what services are offered.

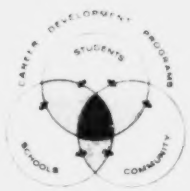
Evaluation--Submit a report of services to teacher/coordinator.

4. The student will fill out a job application form.

Evaluation--Discuss the form with the teacher/coordinator at an individual conference.

5. The student will participate in a simulated or actual job interview.

Evaluation--Discuss the results with the teacher/coordinator at an individual conference.



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STUDENT OBJECTIVES

	TIME FRAME			
	1	2	3	4
6. The student will view a film, filmstrip, or slide presentation related to job application and interview. *Evaluation--Submit a fact sheet to teacher/coordinator.*				
7. The student will study the list of questions most often asked in a job interview and/or the list of reasons for not hiring an applicant in a job interview. *Evaluation--Discuss these reasons with the teacher/coordinator at an individual conference.*				
8. The student will prepare a personal data sheet to be given to a potential employer. *Evaluation--Submit a completed data sheet to teacher/coordinator.*				
9. The student will investigate, through the use of printed materials and/or field experiences, the types of business ownership and business organizations. *Evaluation--Report or score at least 70% on the Business Management test.*				
10. The student will investigate, through the use of printed materials or field experiences, the different types of employee organizations. Topics should include open shops, closed shops, right-to-work laws and unions versus professional organizations, and so forth. *Evaluation--Report or score at least 70% on the Labor Union test.*				
11. The student will attend class instructional units on labor laws, payroll deductions, fringe benefits, and general company regulations. *Evaluation--Report or score a minimum of 80% on teacher/coordinator unit tests.*				

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	1	2	3	4

Success on the Job

1. The student will, after an orientation meeting with the teacher/coordinator and at least one career sponsor, identify and list examples of behavior and attitude which are essential to successful performance at the career location.

   Evaluation--The student's report should compare his personal strengths, weaknesses, likes, and dislikes, to the behavior and attitude required by his job.

2. The student will participate in small group sessions with the teacher/coordinator to discuss or role-play situations which portray the behavior and attitude necessary for success in the work environment of similar careers.

   Evaluation--Take an active part in the discussion or role-playing sessions scheduled by the teacher/coordinator.

3. The student will identify the expectations of the public served in his selected career.

   Evaluation--List the type of consuming public he is serving. List the types of needs to be fulfilled.

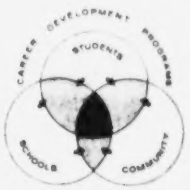
Personal Growth and Satisfaction

1. The student will prepare and submit a summary of his personal feelings about job satisfaction gained through his on-the-job activities.

   Evaluation--Submit a job satisfaction report every_____months.

2. The student will describe at least three adult employment responsibilities he has observed that were most appealing to him, and three that were least appealing to him.

   Evaluation--Relate to the teacher/coordinator how these observations will assist the student in selecting a suitable career.



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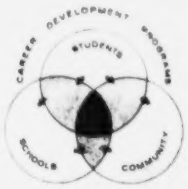
STUDENT OBJECTIVES

	TIME FRAME			
	1	2	3	4
3. The student will conduct a study to determine how productive work can satisfy man's basic needs for personal fulfillment.				
Evaluation--Submit a report which outlines man's need for fulfillment and relate the needs to productive work.				



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EVALUATION

During the initial year of operation within this management system, the General and Vocational Work Experience Education Programs' evaluation and reporting system will follow the Career Development Programs' guidelines for nine-week reporting cycles as described below. It will provide feedback for program monitoring and for the improvement of the program operation.

1. Immediately at the close of each nine-week time frame, the Work Experience Education teacher/coordinator will do the following:

   - Examine his objectives to determine the degree of accomplishment of each objective.

   - Examine his students' records and performance objectives to determine the degree of accomplishment of each objective.

   - Prepare Form 1, Teacher/Coordinator Objectives, and Form 2, Student Objectives. The report is produced by photocopying Forms 1 and 2 and marking, in the blank at the end of each objective, (1) a "yes" or a "no" statement or (2) a percentage of accomplishment where the blank shows a % symbol.

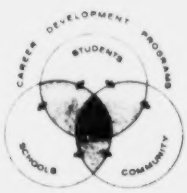
   - Prepare Form 3, Narrative Report; refer to Appendix.

   The narrative report must include the reasons for partial or nonaccomplishment of teacher/coordinator's and student's objectives. The teacher/coordinator's account should include suggestions for program revision and the modification or elimination of performance objectives. Constraints such as time, budgets, supplies, equipment, etc., should be included in this section.

2. Three days following the close of the time frame, the Work Experience Education teacher/coordinator's reports should be submitted to the Career Planning and Placement Center teacher/coordinator for review and transmittal to the Career Development Programs office.

3. Five days following the close of each time frame, the Career Planning and Placement Center teacher/coordinator will submit, through the local school principal, the program evaluation reports to the district director of Career Development Programs.

4. The Career Development Programs office will review the reports in order to determine where additional assistance and support is needed. The Career Development Programs office will act as an informational and retrieval center for all Work Experience Education Programs.



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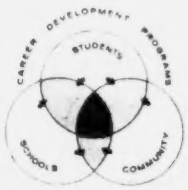
APPENDIXES



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GENERAL AND VOCATIONAL WORK EXPERIENCE EDUCATION PROGRAMS FORMS

Forms that will be recommended for this management system are now being revised and shall be made available in the near future as an added addendum.